

EIGHTH

Annual Catalogue

AND

Announcement

OF THE

Agnes Scott Institute

DECATUR, GEORGIA

1896-97

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1897-1900



AGNES SCOTT INSTITUTE.

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ENGLISH LITERATURE.

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SCIENCE.

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GREEK LITERATURE.

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Cincinnati, Ohio,
ART.

Calendar.

1897-98.

FALL TERM.

September 8th, 1897, to January 19th, 1898.

SPRING TERM.

January 20th to June 1st, 1898.

CHRISTMAS HOLIDAYS.

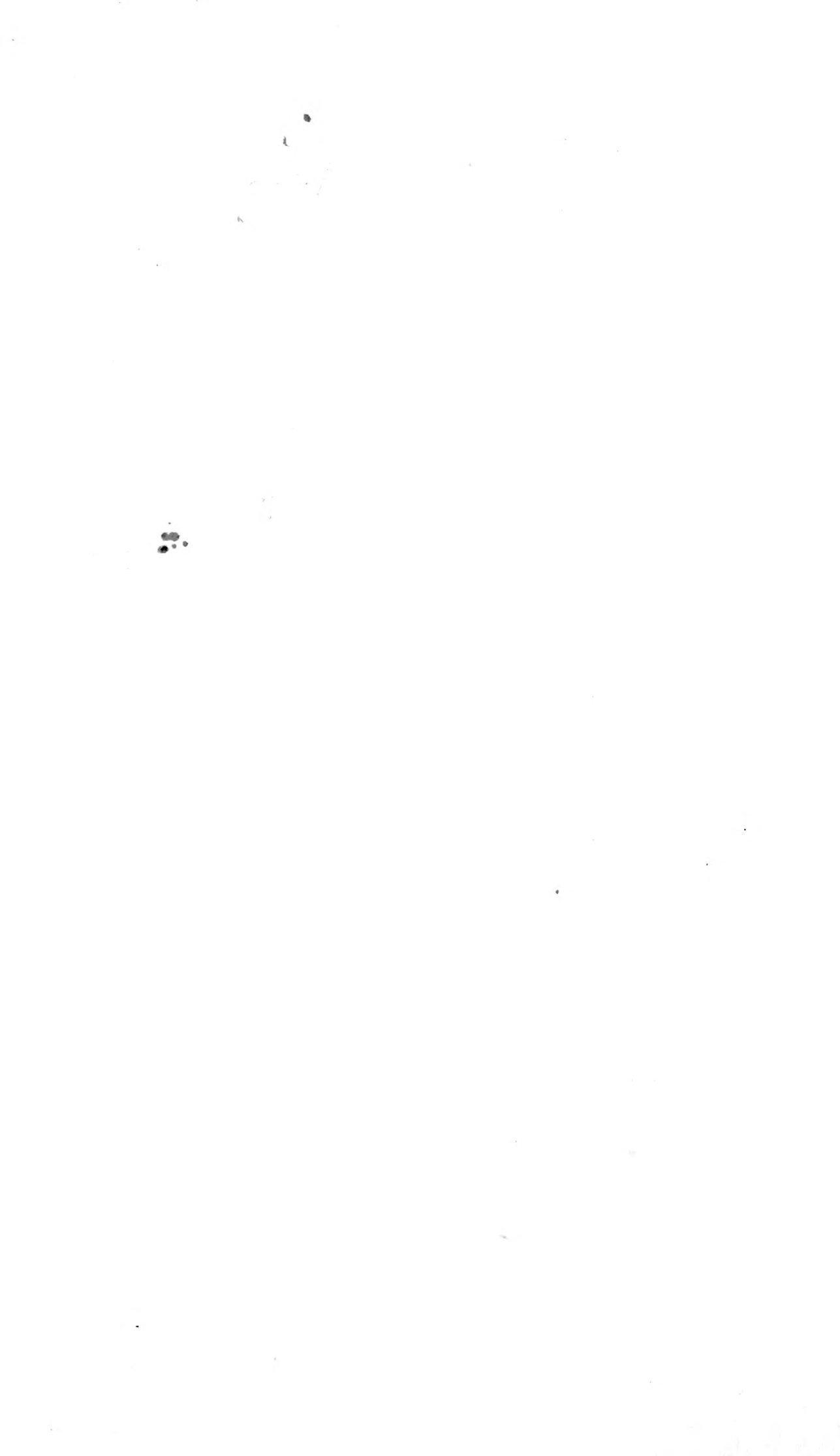
Begin December 23rd; end December 29th, 1897.

COMMENCEMENT SERMON.

Sunday, May 29th, 1898.

COMMENCEMENT DAY.

Wednesday, June 1st, 1898.



Agnes Scott Institute.

HISTORICAL.

THE Institute began its career in a rented building in the Fall of '89, under the name of DECATUR FEMALE SEMINARY. Its faculty consisted of two teachers in the Literary Department, one Music teacher, and a teacher for Art and Physical Culture. By the close of the first session it had enlisted the interest and won the confidence of the community. In the Spring of 1890 Colonel George W. Scott, one of the prime movers in starting the institution, generously proposed to the Board of Trustees to provide a suitable permanent home for the school. His liberal offer having been gratefully accepted, he purchased a beautiful site, erected the present elegant brick building, furnished and equipped it in the best manner at a total cost of over \$112,000, and at its dedication, November 12, 1891, presented to the Board of Trustees a deed of gift covering the entire property. The only two conditions of this great gift were readily accepted by the Board of Trustees, and were as follows:

1. "The institution shall be perpetually known as the Agnes Scott Institute. I desire it to bear this title in memory of my deceased mother, to whose prayers and faithful training I owe much.

2. "The property shall be used perpetually as a female school of learning."

From the time the school entered its new home,

Agnes Scott Institute.

it's growth has been marked and most gratifying in every direction, until now it has a faculty of seventeen, an enrolment of two hundred and thirty, and is, year after year, offering finer advantages and doing better work.

OBJECT.

Its great object from the very first has been, The glory of God in the higher Christian Education of young women. The founders of the institution believed that God in His Word had assigned to woman a sphere and given to her a work of inexpressible importance to the welfare of church and state. They also believed that to fit woman for the greatest efficiency in her God-given sphere and work she needed the very best education—an education which should carefully guard and promote her physical development; which should give thorough mental training and furnishing; which should give that refinement and those accomplishments which adorn womanhood; and which, *above all*, should form and develop the highest type of character.

HOW IT IS PROPOSED TO ACCOMPLISH THIS OBJECT:

1. *By having a liberal curriculum.*
2. *By making the Bible Course a part of the curriculum.* It is confidently believed that the Bible is essential to the *higher* education, and *indispensable* to the formation and development of the highest type of character.
3. *By offering optional Courses of study.* Recognizing the fact that minds, tastes and future plans differ, the Institute offers four different Courses, Literary, Scientific, Classical and Normal.

Agnes Scott Institute.

4. *By having the best teachers.* The Board of Trustees have endeavored to secure teachers who possess the highest qualifications for teaching; who have had a successful experience in their profession; who possess the highest type of character; who are in full sympathy with the objects and plans of the school, and who will do all they can *in and out of* the class room to insure the largest success of the institution.

5. *By maintaining a high standard of scholarship.* The Institute endeavors to do honest, thorough work. No student will be promoted from one class to another, much less graduated, who does not come up to the prescribed standard.

6. *By making the Institute a delightful Christian home*, and filling it with refining, elevating and edifying influences.

While the above are the *means* by which the authorities of the Institute seek to accomplish the great objects they have in view, yet the fact is distinctly recognized that after all they are only *means*, and that success must come from God. As in the past, so in the future, they will earnestly plan and labor in humble reliance upon Him.

ADMISSION OF STUDENTS TO THE
COLLEGIATE DEPARTMENT.

Students wishing to enter the first class of any school of the Collegiate Department, must stand satisfactory examinations on the Preparatory Studies of that School. Candidates for the Freshman Class will be required to take examinations on the following subjects:

Mathematics.

(a) *Arithmetic*.—Fundamental Rules, Common and Decimal Fractions, Compound Numbers, Percentage, the Metric System, Square and Cube Root.

(b) *Algebra*.—Least Common Multiple, Greatest Common Divisor, Factors, Fractions, Equations of First Degree, Involution and Evolution.

English.

(a) *Grammar*.—Including Analysis of Sentences.

(b) *Composition*.—Of not less than thirty lines, the subject to be assigned at the time of examination. This must be correct in spelling, punctuation, use of capitals, and grammatical form. Some knowledge of Elementary Rhetoric is also required.

Latin.

The beginner's Latin Book (Collar & Daniell), or its equivalent, with some additional reading, preparatory to beginning Cæsar. The student must be familiar with the grammatical forms of the language, and with the principal rules of Syntax, and be able to translate from Latin into English, and

Agnes Scott Institute.

from English into Latin, sentences illustrating these forms and sentences. Latin will not be required of a pupil who elects a course of study which does not include that language.

History.

History of the United States.

Natural Sciences.

Physical Geography and Physiology.

Advanced Classes.

Candidates for the higher classes will be examined on the subjects previously studied by the class which they propose to enter.

COLLEGIATE DEPARTMENT.

This department is distributed into the following Schools, each constituting a complete course on the subject taught:

1. School of English.
2. School of Mathematics.
3. School of Natural Science.
4. School of the Bible.
5. School of History.
6. School of Moral Sciences.
7. School of Latin.
8. School of Modern Languages.

Course of Instruction.

ENGLISH LANGUAGE AND LITERATURE.

Miss McKinney.

Freshman Year. (Three Hours per Week.)

Rhetoric.—Genung's Outlines of Rhetoric. Mastery of Materials, including the chapters on Diction, Phraseology, and Special Objects in Style. Great deal of written work required.

Literature.—Selections from the works of Irving, Scott, Lamb, Keats, Tennyson and Lanier.

Essay Work.—Monthly essays, subjects assigned by the teacher ; weekly one page themes.

Sophomore Year.—(Three Hours per Week.)

Rhetoric.—Genung's Outlines of Rhetoric. Organization of Materials, including the chapters on the Sentence, the Paragraph, the Whole Composition. One of Macaulay's essays studied, with reference to sentence and paragraph structure. Exercises in narration and description, and other written work.

Literature.—Careful study of the Prologue and Knight's Tale ; Faerie Queen, Book I ; three of Shakespeare's plays, Macbeth, Merchant of Venice and Coriolanus ; Edward II ; Paradise Lost, Books 1 and 2 ; Lycidas and Comus ; Bacon's Essays.

Essay Work.—Six formal essays ; weekly themes.

Junior Year.—(Three Hours per Week.)

History of the English Language.—O. F. Emerson.

Literature.—Defoe's History of the Plague in London ; selections from Addison and Steele, Burke, De Quincey, Carlyle, Newman, Arnold, Stevenson. The work of this year is devoted to the study of English prose style.

Essay Work.—Six formal essays ; weekly themes ; book reviewing ; exposition ; argumentation.

Course of Instruction.

Senior Year.—(Two Hours per Week.)

1. History of English Literature. Emery's Notes on English Literature; Library Work.

2. Anglo-Saxon; Bright's Anglo-Saxon Grammar and Reader.

3. Selections from the poetry of Wordsworth, Coleridge, Robert Browning and Mrs. Browning.

[For a *certificate* in this school, all of the work is required; for *graduation*, the work of the Freshman, Sophomore and Junior years, and any *one* of the subjects in the Senior year.]

The aim of the English course is two-fold, viz.: To train pupils to write, not only in a correct manner, but also in a clear, impressive manner; and to create in them a desire to read what is best in literature.

To gain the desired result in the former, pupils are taught the principles that govern clear and correct writing, and are frequently called upon to put these principles into practice, a number of essays upon given subjects, weekly one-or-two-page themes, and frequent other exercises being required. As the first step toward gaining the object of the Literature course, the student is required to study carefully the works of such authors as will interest and give insight into the times of which they are representative. These masterpieces are carefully and fully discussed in class. As a second step toward this object, at the end of each session a course of instructive and pleasant reading, outside of regular class work, is assigned to each class, to be reported upon by the end of the following session.

Believing that no English course is well rounded without some knowledge of the history of the language, and of Anglo-Saxon, these subjects have been introduced into the course.

Course of Instruction.

READING COURSES FOR 1897-98.

Freshman Year.

Vicar of Wakefield.
Rasselas.
Silas Marner.
Tale of Two Cities.
Ben Hur.

Sophomore Year.

.ulius Cæsar, King Lear, The Tempest.
The Two Noble Kinsmen, Philaster.
The Jew of Malta.
William Shakespeare, by Barrett Wendell.
Romola.
Lorna Doone.
The Marble Faun.

Junior Year.

Flight of the Tartars, The Opium Eater.
Sartor Resartus.
English Humorists.
Daniel Deronda.
Vanity Fair, or The Newcomes.
The English Novel,—Sidney Lanier.

Senior Year.

Life of Wordsworth. } English Men of Letters.
Life of Coleridge. }
Dorothy Wordsworth.
Studies in Literature—Dowden.
Life and Letters of Robert Browning—Mrs. S.
Orr.
Mrs. Browning—Famous Women Series.
The reading of this year is required only of those
who take course three in the Senior year.

Course of Instruction.

SCHOOL OF MATHEMATICS.

Miss Watkins.

Freshman Year.—Algebra through Radicals, Quadratic Equations, Ratio and Proportion, Logarithms, Arithmetical and Geometrical Progression; Geometry, three books of Plane Geometry, with numerous exercises for original solution. It is found to be necessary to emphasize the fact that the preparation *essential* for this class is a good knowledge of Arithmetic and of Algebra to Radicals. The time required for this class each week is five hours.

Sophomore Year.—Geometry, Plane and Solid, with numerous exercises for original solution. The time required for this class each week is five hours.

Junior Year.—Algebra, Jones' Drill Book; Geometry, exercises for original solution; Plane and Spherical Trigonometry. A good training in the original solution of Geometrical problems is a necessary preparation for this class. The time required each week for this class is five hours.

Senior Year.—Plane Analytic Geometry; Algebra, Theory of Equations; Arithmetic reviewed. The time required each week for this class is five hours.

Text-Books.

Algebras, Jones, Wentworth, Hall; Geometry, Wentworth; Trigonometry, Wentworth; Analytic Geometry, Wentworth.

Course of Instruction.

SCHOOL OF SCIENCES.

Miss Magee.

First Year.—Geology (LeConte) and Mineralogy.

Mineralogy is taught without text-books, with a view to cultivating a habit of thinking and working, by bringing the pupil in contact with facts by personal observation. Thus a subject, usually considered very technical, is made simple and practical, and any pupil of the collegiate department is admitted to these exercises without regard to previous scientific qualifications.

Second Year.—Zoölogy (Nicholson); and Botany (Campbell).

Third Year.—Physics (Gage's Principles of).

Fourth Year.—Chemistry (Williams); and Astronomy (Young).

It is the aim of this department to teach with clearness and accuracy both theories and facts. To this end a suitable laboratory has been fitted up, affording apparatus sufficient to illustrate all the various principles of mechanics, physics and optics.

A good three-inch telescope is in use for astronomical observation, and White's Physiological Manikin for the study of Physiology.

The subjects of Zoölogy and Botany are taught upon a strictly laboratory basis, the laboratory studies being as far *inductive* in their character as is possible with the average student. Continuous and systematic observation leading to individual researches will be required of every student in the department. To this end the laboratory has been furnished with excellent compound microscopes,

Course of Instruction.

together with other valuable apparatus for dissecting, sectioning and staining. Through the kindness and generosity of Mr. N. P. Pratt, Dr. D. A. Schumate, Geo. W. Scott, and others, a mineralogical cabinet of over 300 choice specimens has been recently added to the department, making it possible to carry on very thorough work in dynamical and structural geology. The text-books used are selected with the view of giving all so-called new topics full share of attention.

SCHOOL OF THE BIBLE.

Dr. Gaines.

This is a three years' course, two hours a week. It forms a necessary part of the graduate courses.

Objects.

1. To give a clear knowledge of Biblical History. The facts of this history not only form the basis of our religion, but have determined the history of the race, and especially of Christendom.

2. To give in some measure an adequate view of the *value* of the Bible. While the Bible is theoretically considered the greatest book in existence, yet comparatively few have a true appreciation of this claim.

3. To teach *how* to study the Bible. Much Bible reading and even Bible *study* is unsatisfactory for the lack of the best method of study.

How the Course is Taught.

1. The Bible itself is the main text book ; other books are used only as guides or helps.

Course of Instruction.

2. The Bible is taught *systematically*, *i. e.* according to a *plan*. The plan used is to divide each Testament into periods according to the epoch in the history, and to study these periods in order.

3. The Bible is taught *analytically*. Each period is carefully analyzed and the material orderly arranged. Then, as time permits, books and chapters are analyzed.

4. The Bible is taught in the *light of Biblical Geography*. The location of an event not only makes it more real and helps to fix it in the mind, but often enables us to understand it. The latest Biblical Geography and the best wall maps are used.

5. The Bible is always taught as the inspired word of God.

The course is arranged as follows :

First Year.—Creation to the Kingdom ; Bible Course : Outlines and Notes, Gaines ; Manual of Biblical Geography, Hurlbut ; Manual of Bible History, Blaikie.

Second Year.—Old Testament completed ; Syllabus of Old Testament History, Price ; Hurlbut and Blaikie continued.

Third Year.—New Testament ; Bible Course : Outlines and Notes, Gaines ; Harmony of the Gospel, Broadus ; Hurlbut and Blaikie continued ; Evidences of Christianity, Alexander.

Each student should be supplied with a good copy of the Revised Version.

All students who do not take the regular Bible course are required to recite one lesson a week either in *The Story of The Bible* (Foster), *Studies in the Four Gospels* (Hurlbut), or *Blaikie's Bible History*.

Course of Instruction.

HISTORY.

Miss Massie.

In this department effort is made to arouse in the pupil enthusiasm and love for the study of History, and to teach the best methods of pursuing it, not only for its own sake, but also as an essential to the intelligent pursuit of other branches. The course for the first two years is carried on by means of recitations, topical work—both written and oral—maps, chronological tables and outlines. In the third year, in addition to the above, parallel reading is assigned and essays required at intervals.

A reading-room, well supplied with the best periodicals, enables the pupils to prepare themselves for a weekly discussion of topics of the day and matters of general information.

First Year.—The history of the Eastern Empires, and of Greece and Rome (Narrative text-book to be selected.)

(a) The civilization of the ancient East and its contribution to Greece; the influence upon Greece of its physical geography; Greek political history to the Roman conquest; the characteristics of Greek civilization; origin and development of the Greek drama; several plays of Aeschylus and of Sophocles read.

(b) The history of Rome to the fall of the Empire in the West; the physical advantages of Italy; the growth of the constitution; the rise of the Plebeians; the internal weaknesses of the latter days of the Republic and of the Empire; the spread of Christianity; the barbarian invasions.

Mythology by topical study.

Reference books; Plutarch's *Lives*, Mahaffey's *Social Life in Greece*, Wilkin's *Roman Antiquities*,

Course of Instruction.

Creasy's Fifteen Battles, Bulfinch's Mythology and standard historians.

Second Year.—Myers' Mediæval and Modern History.

The Settlement of the Teutonic peoples, the Growth of the Christian Church, the Feudal System, the Crusades, the Rise of the Free Cities, the Renaissance, the Reformation are among the leading topics.

Reference books: The Epoch series of histories, Guizot's History of Civilization, Froude's Studies.

Third Year.—Myers' Mediæval and Modern History.

The Rise of the modern kingdoms, the French Revolution, the Rise of the German Empire, United Italy, are subjects of special study.

Reference books, the same as for the above course.

Fourth Year.—(a) Montgomery's Leading Facts of French History.

The History of France from the earliest times to the French Revolution. Readings from Guizot's History of France and History of Civilization. Studies from the works of St. Amand. Stephen's Lectures on the History of France.

(b) Montgomery's Leading Facts of English History.

The physical geography of England, the Puritan Revolution, the development of the English constitution and the history of the nineteenth century are the leading topics of study.

Reference books: Green's Short History of the English People; MaCaulay's Essays and History; McCarthy's History of Our Times.

(c) One lesson weekly in Civil Government in the United States.

History of the United States reviewed.

Course of Instruction.

SCHOOL OF PHILOSOPHY AND ETHICS.

This is a two years' course, beginning with the Junior Class. It comprises Psychology, Logic and Ethics. Besides recitations from the text books, collateral reading, class discussions and lectures are employed. The great object of the course is to give a thorough grounding in a sound psychology, to enable the student to reason clearly and correctly and while exposing the false systems of ethics, to establish the true.

PHILOSOPHY.

Miss Sheppard.

Psychology—Hopkins, with references to Compayre, Dewey, Porter, Dabney and others.

Psychology—The Place of Man; the Body; Mind; Intellect; the Reason; the Senses; Consciousness; the Representative Faculty; Concepts and their Properties; Reasoning; the Sensibility; Intellect, Sensibility and Will; Conduct; Character; Action and its Consequences; the Position of Man as a Worshipper.

Pedagogy—School Requisites; School Organization; School Work; School Ethics; School Government; the Teacher; Methods; Impulses to Action; Forms of Desire; Will; Moral Strength of Character; Aim of Education; Many-Sidedness of Interest; the Doctrine of Apperception; the Theory of Apperception; Its Application to Pedagogy.

Logic—Jevon Hill, with references to Davis, and others.

ETHICS.

Dr. Gaines.

Text Book—Practical Philosophy, Dabney. References to Jouffroy and others.

Course of Instruction.

SCHOOL OF MODERN LANGUAGES.

FRENCH.

Miss Massie.

First Year.—Le Français Pratique, Bercy.

In this the elements of French grammar are studied, its principles being illustrated from easy prose readings. Almost daily memorizing is required as a means of acquiring a good pronunciation and as an aid to conversation.

Second Year.—The more difficult principles of French Grammar are studied in this class, exercises are written and idioms are carefully considered.

Reading of college plays, Dandet's Contes, Dictation, memorizing and conversation.

Third Year.—Macmillan's Third Year in French. The History of French Literature.

Exercises in prose composition, dictation, letter-writing and conversation: The first half-year the classical drama is studied, the rest of the year is given to the nineteenth century writers. Aside from the reading done in the class-room, private parallel reading is required. Throughout the course French is used as far as practicable as the medium of instruction,

GERMAN.

Miss Sheppard.

First Year.—Deutsche Grammatik, Joynes-Meissner; Studien und Plaudereien, 1st Series; Bilderbuch ohne Bilder; Im Zwielficht, Part I; Conversation, with written Exercises; Exercises memorized.

Course of Instruction.

Second Year.—Deutsche Grammatik, Collar's Eysenbach; Studien und Plaudereien, 2nd Series; Im Zwielight, Part II; Immensee; Undine; Conversation and written Exercises; Selections memorized.

Third Year.—Deutsche Grammatik; Spanhoofd, Maria Stuart or Jungfrau von Orleans; Herman and Dorothea; Wilhelm Tell; Iphigenie; Poems memorized.

The explanation of class directions in German is given during the first few lessons of the study, and the language is itself used in giving instruction. This is more and more exclusively done as the vocabulary of the pupils increases. Chief attention is paid the first year to reading the language with ease and to acquiring a knowledge of the idiom. Declension and conjugation forms are memorized.

The second year the aim is mostly translation and composition. Declension and conjugation forms are reviewed, and model sentences, embodying difficult grammatical constructions, are memorized. While committing vocabularies is not depended upon entirely in securing command of the language, it is used to the extent of learning the vocabularies in the grammar.

The reading of the third year is combined with a critical study of the language and its literature.

A Conversation Club has been formed, into which it is designed to introduce readings, recitations, music and dramatic performances.

Throughout the course sight translation is a prominent feature, and the material read in class is made the basis of conversation.

Course of Instruction.

SCHOOL OF LATIN.

Miss Field.

Special attention is given to the study of forms, case-relations and the uses of the subjunctive mood, and, in addition to these, the characteristics of style in different authors, and the dependence of the English language upon the Latin are carefully noted. Frequent written exercises are required, in which English sentences are translated into Latin, and Latin into English in the application of principles explained. Latin composition occupies a prominent place in class work, as it is considered an indispensable aid in gaining a thorough mastery of the language.

In the more advanced classes, a portion of the time will be devoted to the study of Roman literature. In order to enrich the course and widen the student's acquaintance with the best of ancient writers, selections from translations of the works of Latin authors, which are not included among those read in the original, will be given for study. Books of references, treating of the contemporaneous literature and history of each author are supplied in the library of the Institute, and these are used under the direction of the teacher of this department.

The entrance examinations serve the purpose of testing the applicant's knowledge of the forms and syntactical structure of the language, and she will be expected to answer general questions upon the passages selected for translation.

First Year.—Cæsar, Books I-IV.

Course of Instruction.

In addition to the reading, much time is given to Etymology and Syntax, and to the study of Geography and History as related to the text. For the purpose of keeping a clear and connected outline of the history, abstracts of the readings are written weekly. Exercises in translation from hearing occupy a portion of the time.

Second Year.—Virgil, *Æneid*, Books I-VI. Latin Prose Composition.

With the study this year are added Mythology, Versification, and the various peculiarities of poetical construction, including the rules of prosody, and the scanning of dactylic hexameter. Written abstracts of selected portions of the story are required, and attention is also given to the rhetorical figures of the poem.

Third Year.—Cicero's Orations ; Horace, Selected Odes, Satires and Epistles.

Metrical study is continued in connection with the Odes of Horace. In translation accuracy of expression is required, in order that the author's meaning may be expressed in Good English. Idiomatic peculiarities are carefully studied, and Latin prose composition continued.

Fourth Year.—Livy, Book XXI; Tacitus, *Germania*, *Agricola* ; or Cicero, *De Amicitia*.

The study of Latin Grammar and composition are continued throughout the course.

The Allen and Greenough series will be used.

The Roman pronunciation is taught.

LITERARY COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra....5	Geometry5	Trigonometry3	History2
English3	French3	English3	English3
French3	German3	French.....3	Chemistry and
German (2d Year)..3	Zoology & Botany..3	History2	Astronomy3
Geology2½	Bible2	Philosophy.....3	Ethics.....3
		Bible2	Bible2
			Analytical Geom.3

Elective: Two or three hours a week additional work each year.

The numerals indicate the number of hours of recitation a week.

CLASSICAL COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra....5	Geometry5	Philosophy.....2	Ethics.....2
English3	English3	Latin.....4	Latin.....4
Latin.....4	Latin.....4	French or German 3	Bible2
French or German 3	French or German 3	Bible2	History2
Geology2½	Bible2	History2	English3
		Trigonometry3	Physics3

Elective: Two hours a week additional work each year.

SCIENTIFIC COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra ...5	Geometry5	Trigonometry3	English3
English3	English2	English3	Ethics.....2
French, German or	French, German or	French, German or	Bible2
Latin.....3	Latin.....3	Latin.....2	Science.....3
History2	Bible2	Bible2	History2
Science2½	Science3	Science3	Analytical Geom.3
		History2	Latin.....3
		Philosophy.....2	

Elective: Two or three hours a week additional work in Freshman and Sophomore years.

NORMAL COURSE.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Higher Algebra..5	Geometry.....5	Trigonometry3	English3
English3	English3	English3	Ethics.....2
Latin.....5	Latin5	Latin.....4	Bible.....2
History2	Bible.....2	Bible2	Astron. & Chem..3
Geology.....2½	Zoology & Botany 3	Psychology2	History2
		Logic1	Outlines of Ed Doc-
		Theory & Practice.1	trine2½
		Methods1	Lectures on Ped..1½
			History of Edu...1½
			Methods1

One year in Class Elocution is required in each of the above courses. This work must be taken in the first or second year.

The Faculty reserves the right to limit a pupil to eighteen hours per week of class work, including Music, Art and Elocution.

Course of Instruction.

SCHEDULE OF RECITATIONS—COLLEGIATE DEPARTMENT.

<p>HOOR.</p>	<p>SENIOR.</p>	<p>JUNIOR.</p>	<p>SOPHOMORE.</p>	<p>FRESHMAN.</p>
<p>A. M. 8:30-9</p>	<p>Chapel— Mon., Tues., Thu., Fri.</p>	<p>Chapel a n d Dictation. Mon., Tues., Thu., Fri.</p>	<p>Chapel, Spell- ing and Dicta- tion— Mon., Tues., Thu., Fri.</p>	<p>Chapel, Spell- ing and Dic- tation— Mon., Tues., Thu., Fri. Bible —Wed.</p>
<p>A. M. 9-10</p>		<p>Physics— 8:40-9:30; Mon., Tues., Th., Fri. Latin— 9:30 daily.</p>	<p>Geometry— Daily.</p>	<p>English, Sec- tion A.— Mon., Wed., Fri. German— Mon., Wed., Fri. History, Sec- tion A— Tu., Thu.</p>
<p>A. M. 10-11</p>	<p>Science— Mon., Wed., Fri. Ethics— Tu., Thu.</p>	<p>Trigonometry. Mon., Wed., Fri. Higher Alge- bra— Tu., Thu.</p>	<p>History— Tu., Thu. French— Mon., Wed., Fri. German— Mon., Wed., Fri.</p>	<p>Latin— Daily.</p>
<p>A. M. 11-12</p>	<p>Latin— Mon., Wed., Fri. History— Tu., Thu.</p>	<p>English— Mon., Wed., Fri. Bible— Tu., Thu.</p>	<p>Zoology and Botany— Mon., Wed., Fri.</p>	<p>Higher Alge- bra and Geom- etry— Daily.</p>
<p>P. M. 12-1</p>	<p>Analytical Ge- ometry— Mon., Wed., Fri. Arithmetic— Tu., Thu.</p>	<p>Philosophy— Mon., Wed., Fri. Logic— Tuesday. History a n d Doctrine of Education— Thursday.</p>	<p>English— Mon., Wed., Fri. Bible— Tu., Thu.</p>	<p>French, Sec- tion B— Mon., Wed., Fri. History, Sec- tion B— Tu., Thu. Geology, Sec- tion A— 12:30-1 daily.</p>
<p>P. M. 1-2</p>	<p>English— Mon., Wed., Fri. Bible— Tu., Thu.</p>	<p>French— Mon., Wed., Fri. German— Mon., Wed., Fri.</p>	<p>Latin— Daily.</p>	<p>English, Sec- tion B— Mon., Wed., Fri. Geology, Sec- tion B— 1:30:2 daily.</p>

Course of Instruction.

NORMAL COURSE.

Teaching is rapidly becoming a profession for which special training and technical knowledge are demanded. All parts of the country are seeking teachers of a much higher standard of qualification than ever before. Every thinking person must acknowledge that this demand for thoroughly trained and equipped teachers is reasonable and right. It is difficult to conceive of a more important and responsible work than that of training the rising generation. To prepare those who are to engage in this work is the object of this Institute in arranging a Normal Course. It is confidently believed, after comparison, that the Normal Course offered in this institution, is fully equal to any offered in the South. Besides there are special advantages of very great value offered here. The Bible Course, the Course in Philosophy and the religious features of this institution, will constitute a most important part of the training. And what more desirable qualifications for a teacher who is to have large influence in forming the character and shaping the destiny of our children than these: Christian character, Biblical training, thorough grounding in the Evidences of Christianity; a sound system of Ethics? In addition to the Normal Course as outlined in the table of "Courses of Study," the Normal students will have the opportunity of attending the different classes of the Institute for the study of methods, and also of visiting, from time to time, the city schools of Atlanta. Besides the Institute Library there will be found here a carefully selected Pedagogical Library. The regular class-room instruction and Study of Methods will be supplemented by lectures by some of the most distinguished educators of the county.

Course of Instruction.

PREPARATORY DEPARTMENT.

TEXT BOOKS.

First Year.

Reading.

History.—Gardiner's English History.

Arithmetic.—Prince's Arithmetic by Grades.

Spelling.—Lippincott's Speller, Part II.

Geography.—Frye's Advanced.

Writing.

Drawing.

Science.—Common Plants.

Story of the Bible.—One lesson a week.

Physical Culture.

English.

Language Lessons—Daily exercise in composition.

The Childrens' Garland, selections from Tanglewood Tales, and stories by Mrs. Ewing and by Mary E. Wilkins.

Miscellaneous.—Additional poetry and prose for composition work.

Required Reading.—At the Back of the North Wind, The Prince and the Pauper, Little Lord Fauntleroy, and selection from Arabian Knights.

Second Year

Reading.

History.—Yonge's History of England.

Arithmetic.—Prince's Arithmetic by Grades.

Geography.—Maury's Manual.

Spelling.—Dictation Exercises.

Science.—Domestic Animals and Birds.

Story of the Bible.—One lesson a week.

Writing.

Drawing.

Physical Culture.

Course of Instruction.

English.

Language Lessons.—Daily exercise in Composition.

The Children's Garland, selections from Anderson's Fairy Tales, Bimbi, and The Legend of Sleepy Hollow.

Miscellaneous.—Additional poetry and prose for composition work.

Required Reading.—Jan of the Windmill, A Dog of Flanders, Hans Bimker, Patsy.

Third Year.

Reading.

History.—Yong's History of Greece.

Arithmetic.—Prince's Arithmetic by Grades.

Geography.—Maury's Manual.

Latin.—Collar & Daniell's First Latin Book; or
German, or French.

Science.—Common Minerals.

Spelling.

Writing.

Drawing.

Physical Culture.

Bible.—One lesson a week.

Geometry.—Hunt's, for Grammar Schools.

English.

Advanced Language Work, Composition work in class, and weekly themes.

Evangeline, Kéramos, Snow Bound, and short poems by American writers.

The Great Stone Face, selections from Alhambra, A Christmas Carol, and Southern Literature.

Required Reading.—Miles Standish, Hiawatha, Girls Who Became Famous, My Summer in a Garden, Paul and Virginia, and Scottish Chiefs.

Course of Instruction.

Fourth Year.

History.—Field's United States.

Arithmetic.—Prince's Arithmetic by Grades.

Algebra.—Lyman Hall.

Physical Geography (Guyot); *Physiology and Hygiene* (Brown).

Bible.—One lesson a week.

Spelling.

Writing.

Latin.—Collar & Daniell's First Latin Book reviewed and Gate to Cæsar, or *German* or *French*.

English.

Rhetoric.—Lockwood's Lessons in English. (During this year the subjects of punctuation, errors in English, and figures are thoroughly studied). Composition work.

Literature.

Mosses from an Old Manse, Prue and I, Selections from Scott's Poems, and Masterpieces of British Literature.

Required Reading.—Kenilworth, Ivanhoe, The Talisman, Dream Life, and The House of Seven Gables.

Course of Instruction.

PRIMARY DEPARTMENT.

TEXT BOOKS.

First Year.

Reading.—From the blackboard, Cyr's and Stickney's First Readers.

Arithmetic.—Mental and written exercises with small numbers.

Drawing.

Writing.

Bible.—One lesson a week.

Physical Culture.

Second Year.

Reading.—Stickney's Second Reader, with supplementary reading.

Spelling.—Stickney's Word by Word, Primary.

Arithmetic.—Prince's Arithmetic by Grades.

Drawing.

Science.—Weekly lesson.

Bible.—One lesson a week.

Writing.

Physical Culture.

Third Year.

Reading.—Stickney's Third Reader, with supplementary reading.

Spelling.—Stickney's Word by Word, Advanced.

Language.—First Book in Language.

Geography.

Arithmetic.—Prince's Arithmetic by Grades.

Drawing.

Science.—Weekly lesson.

Writing.

Bible.—One lesson a week.

Physical Culture.

Course of Instruction.

Fourth Year.

Reading.—Stickney's Fourth Reader, with supplementary reading.

Spelling.—Stickney's Word by Word, Advanced.

Language.—First Book in Language.

Geography.—Frye's Primary, with map drawing.

History.—Montgomery's First Steps in American History.

Arithmetic.—Prince's Arithmetic by Grades.

Drawing.

Science.—Weekly lesson.

Writing.

Bible.—One lesson a week.

Physical Culture.

DEPARTMENT OF MUSIC.

The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, theory of music, history of music, sight reading and chorus singing. The several courses are arranged to meet the wants of those who wish to study music as a profession, or as a part of a liberal education, and are fully up to the most modern ideas and methods. Only experienced teachers of special talent and training are employed ; there are no tutors or assistants. Pupils in piano, organ, violin and voice have two lessons a week of half an hour each. Harmony, theory, sight reading, etc., is taught in classes, which meet twice a week. These classes are open free of charge to all pupils taking private lessons. The preparatory pupils in piano have four lessons a week of fifteen minutes each, thereby greatly assisting them in mastering the rudiments of music and technique. Each pupil is expected to perform the part assigned her in frequent recitals. Piano pupils in the preparatory grade are expected to practice one hour daily; more advanced pupils, two hours. Pupils in voice culture will practice one hour a day. Special students can arrange for more time.

PIANO.

Preparatory Grade.

Rudiments, position of hands and muscular development ; simple studies ; major scales and chords ; easy pieces ; Sonatinas.

Course of Instruction.

Intermediate Grade.

Rhythmical scale studies ; major and minor scales ; arpeggios ; finger studies to be transposed into every key ; wrist studies ; studies in phrasing and expression ; trill studies ; study of polyphonic music begun ; easy sonatas ; pieces by modern composers ; playing at sight (pieces for four and eight hands) ; playing from memory.

Advanced Grade.

Technical studies continued ; study of standard sonatas ; concertos and pieces of modern composers ; systematic study of works of the great composers, together with reading of musical biography, analyses, etc. ; ensemble playing.

ORGAN.

At least one year's study in piano playing is necessary before undertaking the organ.

This course is planned especially to meet the needs of those preparing themselves for church choir work.

Studies.—Stainer's Organ Primer ; Whiting's First Six Months ; D. Buck's Pedal Phrasing ; Rink's Four Books ; Bach's Preludes and Fugues ; Church Music by Best, Smart, Merkel, etc.

The institute has a two-manual organ for the use of pupils.

VIOLIN.

First Grade.—Hermann Violin School, Book 1. Schradieck, Technical Studies. Scales.

Second Grade.—Hermann School, Book 2. Mazas Op. 36, Dancla, Ecole du Mécanisme.

Third Grade.—Dont, Op. 37, Kreutzer, 42 Etudes ; Sitt, Scale and Arpeggio Studies.

Course of Instruction.

Fourth Grade.—Fiorillo Capricen, Sitt, Scal, Studies in Double Stopping; Select Pieces from various composers.

Fifth Grade.—Rode, 24 Caprices; Concertos by Rode, Kreutzer; Sonatas by Mozart.

Sixth Grade.—Gavinies 24 Etudes; Concertos by Sitt, DeBeriot; Sonatas by Beethoven.

Seventh Grade.—Dancla, Op, 73; Pieces by Vieuxtemps, Leonard, Godard, Wieniawski; Sonatas by Bach; Concertos by Sitt, Spohr, David.

VOICE CULTURE AND ART SINGING.

First Grade.—Breathing exercises; exercises for gaining control of the tongue and soft palate; exercises for firm and clear attack of tone in connection with different vowel sounds; proper methods of blending tones of different pitch; first grade vocalizes.

Second Grade.—Exercises in vocalization and solfeggio continued; songs of moderate difficulty with a view to acquiring correct pronunciation, enunciation and phrasing.

Third Grade.—Embellishments and colorature exercises of greater difficulty; minor scales; selection of Italian, French and German songs.

Fourth Grade.—Exercises for development of the trill; chromatic scale; selections from oratorios, operas, etc.

Fifth Grade.—Advanced studies in vocalization and building up of repertoire of church, concert and oratorio music.

In connection with the above course, there are sight reading and chorus classes, open to all the pupils of the school. All pupils in the vocal department will be required to attend these classes.

Course of Instruction.

THEORY.

This course (which is best begun with piano pupils of the Intermediate grade), includes a careful *resume* of the fundamental materials of musical structure (including notation, rhythm, ornamentation, structure of the scales, abbreviations, accents, etc.), Harmony, Musical Forms and History of Music. In connection with these studies, there will be supplementary readings from standard books, comprising biographies, criticisms, analyses, etc., with which the library is well supplied.

On the library tables may be found all the best musical periodicals, such as Musical Courier (New York), Music (Chicago), Werner's Voice Review.

For Polymnia Club see page 57.

Certificates

Will be given pupils in piano playing and voice culture.

Requisites for Certificates.

Recognizing the necessity of a broad and liberal culture in every department of study, it is required that candidates for a certificate in this department shall have a training in English commensurate with the Second Year's course in the Collegiate department. In addition :—

In *piano-playing*—Ability to give a public recital (mostly from memory), the programme to include a movement from a standard piano concerto, and pieces of varied styles; to pass satisfactory examinations in playing at sight, and in full course of theory, and a good general knowledge of musical literature.

In *voice-culture*—Ability to give a public recital, to be advanced to at least the Intermediate grade in piano-playing, to pass satisfactory examinations, in sight-reading and in the full course of theory, and a good general knowledge of musical literature.

DEPARTMENT OF ART.

The aim of this department is to give a systematic course of study which shall be both thorough and inspiring, cultivating the eye to quick observation, and the hand to facility of touch.

The regular art course is divided into four classes.

1.—Elementary Class.

Drawing—Elementary Casts, parts of human figure.

Clay Modeling—Ornament, Casts of foliage, parts of human figure.

Perspective—Theory, drawing from groups of solids etc., human figure.

2.—Preparatory Antique Class.

Drawing—Fragments and masks from the Antique.

Painting—From still-life in oil colors.

Sketching—Time-sketches in pencil or charcoal, out-door sketching in pencil.

3.—Antique Class.

Drawing.—Busts and full length figure.

Painting.—Studies in oil or water color.

Sketching.—In pencil, charcoal, or pen and ink from still life, out-door sketches in drawing or color.

Art History.

4.—Life Class.

Drawing.—Full length figure from antique, head from life, from draped model.

Painting.—Head from life.

Sketching.—Out-door sketching in color.

Course of Instruction.

Students cannot enter an advanced class without passing an examination on the work preceding.

Excellent opportunity in the way of good models and thorough instruction is offered those desiring to study china painting, tapestry, and other lines of decorative painting.

Pastel and photo-crayon also taught.

A sufficient knowledge of drawing will be required before entering upon the study of these branches.

Instruction in free-hand drawing is given to the pupils in the Primary Department without extra charge; also to all other students for one hour a week during one term.

Examinations.

EXAMINATIONS.

In addition to frequent reviews, two general examinations are held each year.

While these examinations are thorough and comprehensive, they are not of such length as to be irksome and injurious.

The final grade and promotion of the pupil is determined from the record of daily recitations and examinations, and thus the student is stimulated to thorough preparation for the class-room, and also to a permanent acquisition of knowledge.

A grade mark or percentage of at least 80 in each class must be obtained to pass a pupil from a lower to a higher class.

REPORTS.

A permanent record of attendance, deportment, and class standing is kept, from which reports are made and sent to parents and guardians quarterly.

“THE BLUE LIST.”

For the information of parents and friends of pupils, there is distributed on Commencement Day “The Blue List.”

This list is in the nature of a “roll of honor,” and contains the names of all pupils who have obtained an average mark of 80 or more on their year’s work in their respective classes, and are consequently passed to the higher classes.

Those pupils whose average is above 90 are *distinguished*, and their names are printed on “The

Examinations.

Blue List" with numbers preceding, which indicate the order of their class standing, and they also receive *certificates of distinction*; the others are placed in alphabetical order.

The "Blue List" also contains the names of all graduates, medalists, etc.

THE LAURA CANDLER MEDAL.

This medal is given by Mrs. Nellie S. Candler, and is awarded to the student of the Junior or Senior Class who makes the highest average for the year in Mathematics, provided the average is above ninety.

CERTIFICATES AND DIPLOMAS.

Certificates of Distinction are given to those pupils whose yearly average is 90 per cent or more.

Certificates of Proficiency are given to those pupils who complete satisfactorily the course of study prescribed in any school.

DIPLOMAS.

A pupil who completes satisfactorily any one of the four courses of study, viz: Literary, Classical, Scientific, or Normal, receives a diploma with the title *Graduate*.

General Information.

GENERAL INFORMATION.

Location.

The Institute is located so nearly upon the crest of a commanding ridge that the rain from one side of the roof, following the natural water shed, finds its destination in the Gulf of Mexico, and from the other flows onward to the Atlantic.

The elevation of the main building is approximately 1,050 feet above sea level, and from its central tower may be seen the peaks of the North Georgia mountains and those of the Blue Ridge.

The climate is bracing, the drainage naturally perfect, and the water, the purest freestone, is uncontaminated by sewerage.

Decatur is six miles northeast of Atlanta, immediately on the Georgia Railroad. It is also connected with the city by two electric lines with 20 and 30 minute schedules.

Its accessibility and nearness to the city of Atlanta, with its system of railways reaching every portion of the South Atlantic States, places the Institute within convenient reach of every section.

The situation of Decatur, sheltered from the cold winds of the more northerly section by the Blue Ridge range of mountains, and yet at an altitude far beyond the malarial lowlands of the South Atlantic and Gulf States, gives to the Institute many of the pleasant and beneficial effects of a delightful health resort. Persons residing in South Georgia, Florida, South Alabama, Mississippi and other Gulf States, will find here an atmosphere invigorating and bracing, but *not severe*; while others resident in more northerly sections will escape the severities

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of a rigorous winter climate without encountering malarial or enervating influences.

The town has excellent telegraphic, telephonic, postal and express facilities.

Presbyterian, Methodist, and Baptist churches have regular services and resident pastors. There are also weekly services at the Episcopal chapel.

The Donald Fraser High School for boys, a preparatory school of high grade and superior management, is located here.

The society is educated and refined, and characterized by an unusually high moral tone. The founders of this school believe its location to be an ideal one.

Buildings.

The Main Building, completed and occupied for the first time in the fall of 1891, is a massive edifice, simple in architecture, yet not lacking in impressiveness.

It is constructed of brick, granite and marble; is one hundred and ninety-four feet long, fifty-four feet wide, and four stories high exclusive of basement. The engine room, electric light plant, laundry, and kitchen are apart from the main building.

The entire building is heated and ventilated by the indirect steam method, and lighted by electricity.

Chapel, parlors, office, and class rooms occupy the first floor; the sleeping apartments, accommodating two to four pupils each, the second and third floors of the building. All of these rooms are thoroughly ventilated by outside windows and over 500 feet of wide halls.

The chambers are unusually large and arranged

General Information.

so as to admit abundant sunlight, and in their construction especial attention was given to securing perfect ventilation. The furniture and appointments are home-like and comfortable, and the building is carpeted throughout. While luxury has not been studied, every convenience necessary for health and comfort has been supplied. In this respect few homes in the country are more complete.

The school of music and the art studio occupy the entire fourth floor.

Each floor is supplied with water, bath and toilet rooms, electric bells, and ample hose and fire buckets. The buildings and grounds are abundantly supplied with pure freestone water from a large spring near the Institute, from which the water is pumped into a cistern, and thence into a large tank in the tower, and from this distributed through the buildings and grounds. Drinking water is supplied from an excellent well in the grounds.

A watchman is on duty all night, and his numerous stations throughout the building and around premises are registered by an electric watchman's clock.

The Institute Home.

Every effort is made to give the Institute the character of a Christian home. Teachers and pupils constitute one household. Care is taken to render the home life of the student not only attractive, but conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around the pupils as are considered important for their health, safety, and improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment.

General Information.

A student who persists in disobedience or disrespect, or even neglect of duty, and who is evidently gaining no good herself and hindering others, is not permitted to remain in the Institute. Pupils are not allowed to leave the grounds without permission, or unaccompanied by a teacher. Frequently during the school year instruction in manners and etiquette is given by the Principal.

The rooms of the Institute are carpeted and comfortably furnished, and are thoroughly warmed and ventilated. The occupants of each room are required to keep it in order, and all rooms are daily inspected.

The rooms are never crowded; they are constructed for two, three, and a few for four occupants, and in no instance will they be crowded beyond their capacity for health and comfort.

Rooms are assigned in the order of application for entrance.

The Intendant of the Infirmary is in special charge of the two dormitory floors. She will at all times rigidly inspect the rooms of the pupils and see that they are neatly and properly kept in order, reporting any dereliction to the Principal.

Outfit.

Each boarding pupil must furnish two pair of sheets, two pair of pillow cases, six table napkins, napkin ring, six towels, two laundry bags, gossamer, umbrella, and a pair of rubber shoes. The pillow cases should be 35 by 22 inches.

All articles, including trunks, must be plainly and durably marked with the name of the owner. Failure to comply with this requirement causes confusion and loss.

It is urged upon parents not to burden their

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daughters with the care of valuable jewelry or an expensive wardrobe. Each outfit should contain besides school dresses, one street suit, and wraps of light and heavy weight. A simple evening dress, high-necked and long-sleeved will be found convenient, but not necessary. *Pupils will not be permitted to wear low-necked dresses.*

Health and Physical Training.

In pursuing a course of study, good health is of the highest importance. There is in this institution a close and intelligent supervision over the health of the boarding pupils. The best medical advice is secured, and a competent nurse provided. All the conditions of proper sanitation are carefully observed. The Institute has a superior system of sewerage, and an abundant supply of the purest water. From basement to attic much care is exercised to maintain cleanliness and healthfulness.

A suite of rooms, including bed room, sitting room and nurse's room, in a retired section of the building on the second floor, has been set aside and is used exclusively as an infirmary. The infirmary is in charge of the Intendant, who is in constant attendance in cases of sickness.

Dr. Hunter P. Cooper, the Institute physician, is in telephonic communication, visits the school periodically, and in case of illness is summoned promptly.

Parents are urged to communicate freely with the Principal concerning the physical condition of their daughters at the time of their entrance. State whether your daughters have any special weakness, or tendency to disease, or idiosyncrasies of constitution.

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The Trustees feel that they can conscientiously assure parents that, in cases of illness, their daughters will receive prompt and skillful medical attention, faithful and tender nursing, and in every case of serious illness they will be promptly advised.

Physical Culture.

The Trustees, appreciating the importance of physical exercise and training as conducive alike to health and grace of carriage, have provided a regular and systematic course in physical culture.

The Institute Gymnasium contains the best apparatus, including Horizontal and Vaulting Bars, Horse, Flying-rings, Chest-weights, Clubs, Wands, Dumb-bells, Rings, Hoops, etc.

All of the work is under the supervision of a competent teacher, and the greatest care is taken that no one overtax her strength. All students, unless excused by the proper authority, are expected to exercise daily in the gymnasium for which no extra charge is made. When the weather permits, exercise out of doors is frequently substituted for work in the gymnasium. Two tennis courts and a croquet ground furnish opportunity for healthful and bracing out-door games.

Each pupil is expected to supply herself with a suit of blue flannel—blouse and divided skirt—and gymnasium shoes.

The Physical Culture suit can be obtained in Decatur at a total cost of about three and a half dollars for material and making.

Library and Reading Room.

The library now contains about 1,000 volumes, selected with care and with a view to the needs of

General Information.

pupils. It includes works of history, standard fiction, biography, travels, essays, and treatises upon literature, the classics, Biblical and miscellaneous topics. The Sunday-school library has been selected with extreme care, and is much read by the pupils.

It is the intention of the Trustees to add such reference books as will keep the departments fully abreast with the advancement made in the different lines of study.

The Reading Room is supplied with a large selection of choice periodicals, and receives regularly the following magazines and papers, to-wit :

Harper's Monthly, Century, St. Nicholas, Harper's Bazar, Art Amateur, China Decorator, Eclectic Magazine, Etude, Current Literature, Literary Digest, N. Y. Observer, Popular Science Monthly, Chautauquan, Scientific American, Werner's Magazine, Youth's Companion, Southern Presbyterian, Christian Observer, Christian Index, Christian Advocate, Churchman, Music Courier, Art Interchange, Biblical World, Educational Review, Forum, Ladies' Home Journal, Music.

Lectures, Concerts, Etc.

A number of lectures upon a variety of topics, such as Literature, Science, Art, Music, etc., are given at intervals throughout the school year.

These lectures are open to all the pupils of the Institute, and are delivered at intervals of three or four weeks.

The boarding pupils, invariably under charge of members of the faculty, have frequent opportunity of attending lectures, concerts, recitals, etc., in Atlanta. The nearness of Decatur to the city, and the frequent and convenient schedules on the elec-

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tric and Georgia railroads, make attendance thereon easy and pleasant. Pupils are thus able to enjoy rare advantages in this direction, to be found only in large cities. Such visits are not permitted to interfere with school duties, and the utmost care is exercised as to the character of the entertainment.

Societies.

Mnemosynean Society is a literary society organized in October, 1891, and has a large and active membership. The object of this organization is to foster a taste for polite literature and to acquire on the part of its members familiarity with standard authors, musicians and artists. Readings, recitations, discussions, essays and musical numbers constitute its programme. The members are actively and successfully engaged in accumulating a library of standard books. The Society also publishes the "*Mnemosynean Monthly*," which has a large circulation among the pupils and friends of the Institute.

The Polymnia Club.

Composed of the teachers and most of the pupils of the Music Department, was organized in the Spring of 1895, and has grown steadily in interest and usefulness.

Its regular meetings are held every two weeks, at which instrumental and vocal numbers, and readings or essays upon musical subjects are rendered. Since its organization this club has donated about sixty volumes of musical works to the School Library, known as the "Polymnia Collection." During the current year they have maintained a scholarship in the Music Department, and for the coming year will offer two, one in piano and one in voice culture.

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SCHOLARSHIPS.

The Wm. A. Moore Scholarship.

Under the will of the late William A. Moore, a Ruling Elder in the First Presbyterian Church of Atlanta, the Institute received in 1892 a legacy of \$5,000.

The will of Mr. Moore provides that "this sum shall be held as a permanent fund or endowment for the education at this Institute of worthy girls of Presbyterian parents, who are unable to provide a collegiate education for their daughters," the same to be permanently invested and only the interest to be used.

Scholarships under this fund are annually awarded by the Trustees, as directed in Mr. Moore's will.

The W. P. Pattillo Scholarship.—This is a day scholarship, for which Mr. Pattillo, of Atlanta, has generously sent us his check for \$60.00 for the past four years.

The Alumnæ Scholarship.—The Alumnæ have caught the spirit of *helpfulness* which characterizes their Alma Mater, and, although comparatively a small band, have nobly resolved to maintain a scholarship. Last year, by their own efforts, they paid in large part for a boarding scholarship. For next session they have already undertaken a day scholarship.

The Polymnia Scholarship in Music.—This club has arranged to offer two scholarships for next session, one for Piano under Director (\$60.00), and the other for Voice (\$60.00). These scholarships are awarded by the Club. For information address Prof. Joseph Maclean, Decatur.

General Information.

RELIGIOUS FEATURES.

The formation and development of Christian character constitute one of the great objects of this Institution. The religious features of the school have, therefore, been very carefully considered.

The daily sessions are opened with religious exercises held in the chapel.

The Bible is a text-book, and the Bible Course made necessary to graduation.

The Sabbath is considered the most important day in the week for spiritual culture, and it is the constant effort of the Faculty to make it the most delightful and profitable.

A Sabbath School is conducted by the resident teachers in the Institute chapel, and all the boarding pupils are expected to attend.

The Agnes Scott Christian Band,

made up of boarding pupils and teachers, meets every Sabbath afternoon. Its object is Christian edification and usefulness. The exercises are conducted by the members according to a programme previously arranged by the devotional committee.

Membership in the Band is entirely optional, but nearly all the boarding pupils are members.

A weekly prayer-meeting, conducted by members of the Christian Band, is also held every Thursday afternoon. An increasing readiness throughout the year in voluntary contribution to the exercises of the meetings, has given evidence of growth in spirituality and earnestness.

All boarding pupils are required to attend church at least once on Sabbath, when not providentially hindered.

General Information.

EXPENSES.

The charges given below are for the session of 38 weeks. No pupils will be admitted for less than the entire session, *unless otherwise specially stipulated.*

Terms.

ONE-HALF PAYABLE AT THE TIME OF ENTRANCE, THE OTHER HALF AT THE BEGINNING OF THE SECOND TERM, JANUARY 20TH.

Boarding Pupils.

Board, including furnished room, light, heat, laundry, (18 pieces a week); and tuition, including all the studies of the Course, (except those under the head Special) class elocution, physical culture, free-hand drawing, lectures, use of library and cabinets.....\$245 00
Medical fee for entire Session or any part of it, payable on entrance..... 5 00

Day Pupils.

Collegiate Course, Freshman or Sophomore. \$50 00
Collegiate Course, Junior or Senior..... 60 00
French or German..... 10 00
Preparatory Course..... 40 00
Primary Course 30 00

SPECIAL.

Department of Music.

Piano, under the Director..... \$60 00
Piano, Intermediate or advanced, under a lady teacher..... 50 00
Piano, Elementary..... 40 00
Organ, under the Director 60 00
Violin..... 60 00
Private Vocal Lessons..... 60 00

General Information.

Private Lessons in Harmony and Theory...	50 00
Use of Instrument for practice, two hours daily	10 00
Use of Instrument for practice, each extra hour, daily.....	5 00

Department of Art.

Painting or Drawing.....	50 00
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Elocution.

Private Lessons, including Gesture, Delsarte System of Expression, Dramatic Reading, Study of at least one Shakespearean Drama, etc.,	\$50 00
Advanced Class Instruction, in above, classes three to five.....	30 00

The above charges are as low as the advantages offered can be furnished. By employing inferior teachers, and using an ordinary building without any modern improvements, and without any special equipment; by providing fewer comforts in the home department, and making no special provision for caring for pupils in case of sickness, the above charges could doubtless be reduced. But the best advantages and home comforts cannot be furnished at a lower price. The Institute does not hope or desire to do more than to maintain the school at its present high state of excellence.

The entering of a pupil in this Institute shall be deemed a formal and explicit contract for her to remain until the close of the school year. The institution obligates itself to furnish board, instruction and all the advantages it offers *for the scholastic year*, while the patron upon his part by entering his daughter, or ward, *obligates* himself to send her

General Information.

for the entire session. In no other way can a school *without endowment* be maintained, since all engagements with teachers, and other provisions for conducting the school, must be made *in advance for the entire year.* Patrons can therefore understand why no portion of the fees will be refunded in case of withdrawal, unless such withdrawal is recommended or approved by the Institute physician on account of sickness.

The terms of payment are one-half at time of entrance in September, the balance at the beginning of the second term, January 20th. Patrons who may find these terms inconvenient will be allowed to pay quarterly *in advance* by applying to the President. Pupils matriculating during the first two weeks of the term are charged as from the *first* day ; afterward from date of entrance.

The medical fee covers the attendance of the Institute Physician, nursing and medicines, *except in cases of protracted or aggravated sickness.*

No deductions for *any cause* will be allowed pupils withdrawing after the middle of the second term.

All drafts, checks and money orders should be made payable to F. H. Gaines, President.

Discounts.

When two or more boarding pupils are entered from the same family, a discount of *ten per cent.* on their total bills is allowed.

When two or more day pupils are entered from the same family, a discount of fifty cents per month will be made for each pupil.

Pupils paying for the full Literary course and for *two music studies*, are allowed a discount of ten dollars for each term.

General Information.

Where the discount of ten per cent. is allowed for two or more pupils from the same family, no further discount is made.

To Ministers regularly engaged in their calling the following rates are given: Board, tuition in Literary Department, including heat, lights, library fee, physical culture, for school year, \$180.00.

Special studies, medical fee and laundry at regular rates.

To ministers who send their daughters as day pupils a discount of ten per cent. will be allowed.

No further discounts will be given.

Suggestions to Parents and Guardians.

The success of pupils in their school work depends largely upon the co-operation of the parents with the faculty. Parents or guardians who place their daughters in this school are understood to accept the conditions as defined in this catalogue.

Every expressed wish of parents is met so far as it is consistent with the general good.

Parents will find it to the interest of their daughters to confer frankly with the President or Principal concerning anything in the management of which complaint is made.

Parents are urgently requested not to interfere with the studies of their daughters by withdrawing them during the session to spend a week or so at home. Parents are also requested not to withdraw their daughters until after Commencement, except for urgent reasons. Such withdrawals seriously interrupt the progress of the pupil, are positively injurious to the classes, and tend to distract the whole school.

Parents *cannot* give their daughters permission

General Information.

to do what is prohibited, nor to omit what is required by the rules of this Institute, and they apply alike to every inmate of the school.

Parents are requested to consult with the President or Principal before excusing their daughters from examinations, or advising them to make any change in their course of study.

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLE-SOME FOOD, AND BOXES OF EATABLES ARE FORBIDDEN. PLACING BEFORE YOUR DAUGHTERS A TEMPTATION TO EAT RICH FOOD AT ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO US.

Pupils will not be allowed to go to Atlanta oftener than is absolutely necessary for shopping purposes, and then only when accompanied by a teacher. Parents are earnestly requested not to ask a violation of this rule.

Pupils are not allowed to receive callers on the Sabbath. Parents and friends are earnestly requested not to ask a violation of this rule.

Visitors will not be received during school or study hours: 8:30 A. M. to 2 P. M., and 7 P. M. to 9 P. M.

Young gentlemen are not received unless they bring letters of introduction from parents or guardians to the President or Principal, and then only at their discretion.

Parents are expected to furnish lists of persons with whom they wish their daughters to correspond.

Money for books, music and incidental expenses cannot be advanced; a deposit of ten or fifteen dollars should be made at the beginning of each term,

General Information.

an itemized statement of the expenditure of which will be rendered.

Books, sheet music, art materials, etc., will be supplied to boarding pupils *only* at actual cost; day pupils are convenient to the book stores, and must supply themselves.

Dentistry should be attended to before leaving for school.

Punctuality is indispensable to progress. If possible have your daughter present on the first day of school.

For repeated violations of the rules, parents will be requested to take their daughters home.

The proper address for telegrams and letters is in care Agnes Scott Institute, Decatur, Ga.

All letters on business, concerning the admission or dismissal of pupils, concerning any of the departments of instruction, concerning the general management and conduct of the institution, or application for catalogues, should be addressed to the President.

Remittances of money should be by postoffice order, registered letter, New York draft, or express, to the President, Decatur, Ga., or payments may be made to him in person.

Letters concerning the pupils personally, progress in their studies, health, rooms, room-mates, etc., should be addressed to the Principal.

Register of Pupils.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	Residence.
Adams, Sadie	R. E. Adams,	Georgia.
+ Adderton, Winifred	Zeb V. Walser,	N. Carolina.
Alexander, Lucile	J. H. Alexander,	Georgia.
Alexander, Ethel	J. H. Alexander,	Georgia.
? Allbritton, Alma T	E. A. Jelks,	Georgia.
? Allbritton, Willie S	E. A. Jelks,	Georgia.
+ Anderson, Estelle	Mrs. F. H. Anderson	Georgia.
Anderson, Essie	T. E. Anderson	Georgia.
Ansley, Alice May	Frank J. Ansley,	Georgia.
Arnold, Addie,	W. B. Arnold,	Georgia.
Arnold Nellie,	W. B. Arnold,	Georgia.
Austin, Stella	H. C. Austin,	Georgia.
Baker, Mamie	W. E. Q. Baker,	Georgia.
Baker, Nanna May	W. E. Q. Baker	Georgia.
Barry, Mae	R. E. Barry,	Georgia.
Barry, Ruth,	R. E. Barry,	Georgia.
Barker, Mary C	Mrs. Dora L. Barker	Georgia.
-Barker, Alice	C. P. N. Barker,	Georgia.
Bates, Mary	E. E. Bates,	Georgia.
Bethel, Florida	L. W. Bethel	Florida.
+ Bethel, Sybil	L. W. Bethel,	Florida.
+ Birdsong, Leola	A. H. Birdsong,	Georgia.
Boyd, Addie	J. S. Boyd,	Georgia.
Braswell, B. Lynn,	W. W. Braswell,	Georgia.
Braswell, Clio	W. W. Braswell,	Georgia.
-Brown, Lillie M.	George T. Brown,	N. Carolina.
Brown, Marie	Miss Sara Brown,	Georgia.
Brown, Estelle	J. G. Brown,	Georgia.
Brown, Myrtice	J. G. Brown,	Georgia.
Brown, Carrie	J. G. Brown,	Georgia.
Brumby, Lucy	Mrs. A. E. Brumby,	Georgia.
-Bryan, Mae	W. C. Kimball,	N. Carolina.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Bucher, Mary R.	R. A. Bucher,	Pennsylvania.
Bucher, Marion	J. C. Bucher,	Georgia.
Bugg, Effie	W. B. Bugg,	Georgia.
Buchanan, Myrtis	R. H. Buchanan,	Georgia.
Buchanan, Mamie	R. H. Buchanan,	Georgia.
-Burress, Alberta	J. W. Burress,	Mississippi.
Caldwell, Lottie	J. P. Caldwell,	N. Carolina.
+Caldwell, Amanda	J. L. Caldwell,	Arkansas.
Caldwell, Daisy	Mrs. E. E. Caldwell,	Georgia.
Caldwell, Laura	Mrs. E. E. Caldwell,	Georgia.
Calhoun, Netty A.	W. L. Calhoun,	Georgia.
Candler, Claude	M. A. Candler,	Georgia.
Candler, Ruth	M. A. Candler,	Georgia.
Candler, Laura	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. Nellie S. Candler,	Georgia.
-Cannon, Margaret	J. W. Cannon,	N. Carolina.
+Carter, Eliza	S. M. Carter,	Georgia.
Carter, Lillian	D. A. Carter,	Georgia.
-Cay, Anais	John E. Cay,	Georgia.
Chivers, Bernice	Mrs. R. M. Brown,	Georgia.
Cole, Lucie	Mrs. D. Cole,	Georgia.
Cotten, Lucile	Mrs. L. Cotten,	Georgia.
Cotten, Margaret	Mrs. L. Cotten,	Georgia.
+Council, Annie	G. W. Council,	Georgia.
Crane, Arabella	B. S. Crane,	Georgia.
✓+Craig, Jeanette	W. C. Craig,	Mississippi.
Crockett, Maud	J. P. Crockett,	Georgia.
Crockett, Clyde	J. P. Crockett,	Georgia.
Davis, Ethel	R. F. Davis,	Georgia.
Davis, Corinne	F. P. Davis,	Alabama.
-Davis, Marie	F. P. Davis,	Alabama.
Denmark, Carrie	Mrs. N. Denmark,	Georgia.
?Dudley, Julia	J. R. Dudley,	Alabama.
Duncan, Mary Lu	Mrs. R. P. Duncan,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Ehle, Blanche	W. F. Ehle,	Georgia.
Emery, Annie	H. F. Emery,	Georgia.
Emery, Julia	H. F. Emery,	Georgia.
Emery Ella Belle	Mrs. W. W. Emery,	Penn.
Evers, Henrietta	John F. Evers,	Georgia.
Farrar, Annie P.	Mrs. J. M. Farrar,	Georgia.
Farnsworth, Clio	Mrs. S. A. Taylor,	Georgia.
Fisk, Alice	B. W. Fisk,	Georgia.
-Fleming, Matilda	J. T. Fleming,	Florida.
Gash, Annie	T. L. Gash,	Georgia.
Gill, Grace Ethel	W. C. Gill,	Georgia.
Goldsmith, Leomie	A. J. Goldsmith,	Georgia.
Goss, May G.	J. H. Goss,	Georgia.
Hall, Laura	M. Hall,	Georgia.
Hall, Jewell	M. Hall,	Georgia.
Hall, Marion	G. C. Hall,	Georgia.
Hall, Jessie	J. A. Hall,	Georgia.
Hansell, Louise	W. A. Hansell,	Georgia.
Hamilton, Ida	C. A. Hamilton,	Georgia.
Hamilton, Isabelle	C. A. Hamilton,	Georgia.
Hardwick, Mattie Sue	Mrs. M. L. Hardwick,	Georgia.
-Harris, Mattie	M. W. Harris,	Georgia.
Harris, Bessie	I. P. Harris,	Georgia.
Haygood, Caroline	W. A. Haygood,	Georgia.
Haygood, Love	A. J. Haygood,	Georgia.
Haygood, Myra	W. A. Haygood,	Georgia.
Haygood, Martha	W. A. Haygood,	Georgia.
Hays, Madora	E. J. Hays	Florida.
Helmer, Lillian	J. H. Helmer,	Georgia.
Helmer, Mabel	J. H. Helmer,	Georgia.
Hill, Julia	T. P. Hill,	Georgia.
Hill, Pattie	T. P. Hill,	Georgia.
Hill, Edna	T. P. Hill,	Georgia.
? Hightower. Vera	R. H. Hightower,	Georgia.

Register of Pupils.

Name.	Parent or Guardian	Residence.
-Hildreth, Florence	C. N. Hildreth,	Florida.
-Hinely, Ida	Mrs. L. F. Hinely,	Florida.
+Hooper, Ada	C. W. Hooper,	Alabama.
+Hollis, Grace	Geo. D. Hollis,	Georgia.
-Hutchison, Selene	D. P. Hutchison,	N. Carolina.
Jewett, Mabel	R. H. Jewett,	Georgia.
Johnson, Maud	J. L. Johnson,	Georgia.
Johnson, Ruth	J. L. Johnson,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
Jones, Bessie	H. C. Jones,	Georgia.
+Jones, Belle	Madison Jones,	Alabama.
-Jones, Nettie	Mrs. Cornelia Jones,	S. Carolina.
Jones, Jessie,	T. W. Jones,	Georgia.
Jones, Edna,	T. W. Jones,	Georgia.
Joyner, Margaret	W. H. Joyner,	Georgia.
King, Lillian	George E. King,	Georgia.
Kirkpatrick, Emma,	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.
+Knox, Rosa Belle,	R. B. Rogers,	Georgia.
Laing, Lizzie Mae,	T. F. Laing,	Georgia.
Lanier, Elizabeth	E. F. Lanier,	Georgia.
Lathrop, Lillie	E. S. Lathrop,	Georgia.
+Lawton, Eulalie	J. P. Lawton,	Georgia.
+Lawton, Ethel	J. P. Lawton,	Georgia.
+Lawton, Mabel	J. P. Lawton,	Georgia.
Lewis, Lula	S. F. Lewis,	Georgia.
Lewis, Grace	W. M. Lewis,	Georgia.
+Lewis, Ruth	T. S. Lewis,	Georgia.
Little, Lily Wade	Mrs. A. M. Burt,	Georgia.
Litesey, Lena	A. B. Moore,	Alabama.
-Lore, Lucy	R. M. White,	N. Carolina.
Lovejoy, Edith	John Lovejoy,	Georgia.
Lovejoy, Mary	John Lovejoy,	Georgia.
Lovejoy, Bonnie	John Lovejoy	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Mable, Lella	Joel Mable,	Georgia.
Mable, Kate	Joel Mable,	Georgia.
Mable, Clio	Joel Mable,	Georgia.
Mable, Cliff	Joel Mable,	Georgia.
✓ - McAden, Midge,	J. H. McAden,	N. Carolina.
McClellan, Marian	J. G. McClellan,	Georgia.
✓ + McCormick, Annie	H. W. Flinn	Alabama.
McCleskey, Lillian	J. R. McCleskey,	Georgia.
McGinnis, Frankie	C. B. McGinnis	Georgia.
McMullen, Ola	L. S. McMullen,	Georgia.
McMullen, Annie Lou	L. S. McMullen,	Georgia.
McLendon, Sallie	J. S. McLendon,	Georgia.
✓ + Mandeville, Eugenia	L. C. Mandeville,	Georgia.
✓ + Mandeville, Nellie	L. C. Mandeville	Georgia.
Mason, Ethel	Mrs. M. A. Mason,	Georgia.
Mead, Florence	E. N. Mead,	Georgia.
Mixon, Bessie	W. B. Shepherd,	Georgia.
✓ - Moore, Mamie	J. G. Moore,	Georgia.
✓ - Moore, Maud	J. G. Moore,	Georgia.
Morgan, Bessie	J. M. Morgan	Georgia.
Moss, Fannie Kate,	W. F. Pattillo	Georgia.
✦ Murphy, Mae	P. L. Murphy,	N. Carolina.
✦ + Murphy, Kate	P. L. Murphy,	Alabama.
Nisbet, Martha	J. E. Nisbet,	Georgia.
✧ Nash, Belle Randolph,	Jas. Van Holt Nash,	Georgia.
Payett, May	J. R. Payett,	Georgia.
Payett, Annie Lou	J. R. Payett,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.
Patton, Anna	J. G. Patton,	Georgia.
Pattillo, Estelle	W. F. Patillo,	Georgia.
Partridge, Mrs. N. H.		Colorado.
+ Payne, Mary A.	Miss A. E. Payne,	Georgia.
Peoples, Mrs. Josie		S. Carolina.
Peoples, Sylvene	Mrs. Josie Peoples,	S. Carolina.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
? Price, Emma D.	T. H. Hancock,	Alabama.
- Puleston, Stella	T. M. Puleston,	Florida.
Quillian, Mabel	Mrs. R. A. Quillian,	Georgia.
- Rabun, Lila	J. W. Rabun,	Georgia.
Ragsdale, Louise	W. M. Ragsdale,	Georgia.
Ramspeck, Helen	G. A. Ramspeck,	Georgia.
Ramspeck, Jean	G. A. Ramspeck,	Georgia.
Ramspeck, Evelyn	T. R. Ramspeck,	Georgia.
Ramspeck, Lottie	Mrs. W. E. McCalla,	Georgia.
- Rankin, Nellie	J. L. Rankin,	Georgia.
- Redding, Nellie Mae	T. J. Redding,	Florida.
Robertson, Anna Peek	S. L. Robertson,	Alabama.
- Robinson, May Ce	G. W. Robinson,	Alabama.
Rogers, Willie May	W. A. Rogers,	Georgia.
Runnette, Edna	C. Runnette,	Georgia.
Sams, Dagmar	H. D. D. Sams,	Georgia.
+ Schaefer, Hilda	E. Schaefer,	Mississippi.
Scott, Bessie H.	G. W. Scott,	Georgia.
Scott, Louise	G. B. Scott,	Georgia.
Schorb, Mary	G. T. Schorb,	S. Carolina.
Shields, Annie L.	James Shields,	Georgia.
+ Simpson, Martha	F. T. Simpson,	Georgia.
Shipley, Mamie	Mrs. A. E. Shipley,	Georgia.
Smith, Ella E	L. J. Smith,	Georgia.
Smith, Lilla	G. N. Smith,	Georgia.
Smith, Henrietta	S. S. Smith,	Georgia.
Smith, Alice	S. S. Smith,	Georgia.
Stevens, Annie May	E. H. Stevens,	Georgia.
? Stephens, Emma Belle	R. A. Simpson,	Georgia.
- Strong, Cora	Mrs. C. G. Strong,	S. Carolina.
- Strother, Nannie	R. C. Strother,	S. Carolina.
Stockton, Tincie May	Mrs. H. F. Emery,	Georgia.
Stanley, Alma	M. F. Durant,	Georgia.
Summers, Edith	Mrs. S. E. Summers,	Florida.

Register of Pupils.

Name.	Parent or Guardian.	Residence.
Taber, Fannie	W. R. Taber,	S. Carolina.
+ Tate, Eva	S. C. Tate,	Georgia.
Tidwell, Clemmie	J. G. Tidwell,	Georgia.
+ Thomas, Isabelle	J. W. Thomas,	Georgia.
+ Thornton, Wayne	J. F. Hirt,	Mississippi.
Trogon, Pearl	Judge Trogon,	Illinois.
Tuggle, Mamie	J. P. Tuggle,	Georgia.
- Turner, Mary C.	J. C. Turner,	Georgia.
Walden, May O.	J. W. Walden,	Louisiana.
- Walden, Amy	J. W. Walden,	Louisiana.
Walden, Caroline S.	J. W. Walden,	Louisiana.
Walden, Julia	J. W. Walden,	Louisiana.
+ Wallace, Susie May	Mrs. Campbell Wallace,	Georgia
+ Wallace, Emma	Mrs. Campbell Wallace,	Georgia.
Wesley, Emma	P. J. Wesley,	Georgia.
Wesley, Rusha	P. J. Wesley,	Georgia.
West, Edith	A. M. West,	Georgia.
+ White, Clyde	Frank White,	Georgia.
Whitfield, Julia	Mrs. K. Whitfield,	Florida.
+ Wiley, Annie S.	Mrs. S. H. Wiley,	N. Carolina.
Williams, Edith	Miss M. Stokes,	Georgia.
Williamson, Mrs. J. C.,		Georgia.
Williams, Cora	R. W. Williams,	Georgia.
+ Winn, Namie	Jas. J. Winn,	Alabama.
Winn, Emily	P. P. Winn,	Georgia.
Wright, Julie	Mrs. A. P. Wright,	Georgia.
York, Eva	Mrs. F. Robinson	Georgia.
+ Young, Ella	Robt. Young,	Georgia.

Boarders.....	85
Day Pupils	145
Total.....	230

Classification of Pupils.

Summary by States.

Georgia.....	178	Louisiana.....	4
Alabama.....	12	Mississippi.....	4
Florida.....	10	Pennsylvania.....	2
North Carolina.....	10	Arkansas.....	1
South Carolina.....	7	Illinois.....	1
		Colorado.....	1

CLASSIFICATION OF PUPILS.

Collegiate Department.

Bible	115	Science	50
English	102	Philosophy & Ethics ...	12
Composition	96	Mathematics	58
French	41	History	66
German	26	Latin	37
Civil Government.....	8		

Department of Music.

Piano	87	Violin.....	8
Voice	27	Harmony	5
Elocution	24	Art Department	15
Physical Culture	94		

Primary and Preparatory Department,

Arithmetic	133	Geography	67
Algebra	28	History	71
Bible	73	Latin	45
Composition	102	Reading	91
English	41	Science	41
English Grammar.....	74	Spelling	143
French.....	11	Writing	71

Graduates.

GRADUATES.

Session 1893.

Scientific Course—

Mary Josephine BarnettAtlanta, Ga.

Mary MackFort Mill, S. C.

Session 1894.

Classical Course—

Mary Mel Neel.....Edgewood, Ga.

Session 1895.

Classical Course—

Florence Olivia McCormickBessemer, Ala.

Orra Hopkins.....Warm Springs, Va.

Sallie Allen Watlington.....Dayton, Ala.

Winifred Quarterman.....Waycross, Ga.

Margaret F. Laing.....Atlanta, Ga.

Anna Irwin Young.....Atlanta, Ga.

Session 1896.

Classical Course—

Martha Edwards Cardozo.....Lunenburg, Va.

Mary Ethel DavisDecatur, Ga.

Olive Laing.....Atlanta, Ga.

Mary Ramsey Strickler.....Atlanta, Ga.

Scientific Course—

Leonora Augusta EdgeGlen Alta, Ga.

THE ANNUAL.

This is a handsomely printed and illustrated publication gotten out by the student body, entitled *Aurora*. Besides much interesting historical matter, it gives a full representation of student life at Agnes Scott in its various phases.

Need of the Institute.

NEED OF THE INSTITUTE,

The institute was founded for a great purpose : *The Glory of God in the Higher Christian Education of Woman.* For the accomplishment of this purpose more than \$125,000.00 has been contributed in grounds, buildings, equipment and support. But the advance in female education has been so great in recent years that now equally as fine advantages are demanded for our daughters as for our sons. If this institution is to meet this demand, and most fully and successfully accomplish the great purpose for which it was founded, it yet has great needs.

Some of these are :

1. An additional building. There is now urgent need for a new building which would supply larger chapel, art studio, library, gymnasium and additional dormitories.

2. Endowment. At present the institute has no endowment. There are many reasons why this is needed. It is needed to secure and retain the best teachers ; to keep up the buildings and equipment ; to provide suitable library and apparatus ; to guard against contingencies ; to offer the best advantages at a minimum cost ; to insure the highest efficiency and permanency of the Institute. This endowment may be made either by a general endowment fund to be used for the Institute at the discretion of the Board of Trustees, or by endowing Professorships, or Scholarships.

3. Scholarships. We often have applications from worthy young women for aid in securing an education. While we are always glad to do what we can our ability is limited. There is great

Need of the Institute.

need both for endowed scholarships and annual scholarships. The sum of \$5,000.00 will endow a scholarship for a boarding pupil ; or \$1,000.00 for a day pupil. The sum of \$250.00 will procure a scholarship for a boarding pupil for one year; or \$50.00 for a day pupil.

Any who may desire to aid in this great work are requested to correspond with the President.

Form of Bequest or Devise.

The Agnes Scott Institute is a corporation created by and existing under the laws of the State of Georgia, and a proper form of bequest would be as follows :

“To The Agnes Scott Institute, I give and bequeath the sum of Dollars, (or I devise a certain tract or parcel of land, etc.,) to be used by the Trustees for the use of said Institute, as provided for in its charter.”

THE ALUMNAE ASSOCIATION.

During the Commencement of 1895 the Agnes Scott Alumnae Association was organized. Since its organization a scholarship fund has been established, and a successful Reading Circle formed.

The object of the Association is to strengthen the interest of those who have been connected with the school in each other, and in the Institute, to place them in a helpful relation toward it and to arouse and quicken interest in Christian education.

Already great interest and enthusiasm has been manifested, and the results have been very gratifying to the Alumnae, to the trustees of the Institute and to their many friends.

Musicales and Recitals.

The following are some of the programs given during the past year :

Monday Evening, May 17th, 1897.

Program.

1. { From Foreign Lands. }
 { (b) Hungary. } Duet. *M. Moszkowski.*
 { (a) Germany. }
2. { Not a Sparrow Falleth. } Vocal. *J. L. Gilbert*
 { Enticement } *Dessauer*
3. { Butterflies } *E. Grieg*
 { Why? } Piano. *R. Schumann*
 { In the Tavern . . } *A. Jensen*
4. { Air from Anna Bolena } Vocal. *Donizetti*
 { Old German love rhyme } *Meyer-Helmund*
5. { Cortège Rustique . . } *Templeton Strong*
 { By Moonlight . . . } Piano. *F. Bendel*
 { Valse Caprice . . . } *C. Chaminade*
6. Intermede, for two Pianos. *C. Chaminade*

Miss Mabel Lawton, }
Miss Ethel Lawton, } Piano.

Miss Florida Bethel, }
Miss May Walden, } Vocalists.

Musicales and Recitals.

Tuesday Evening, May 18th, 1897.

Program.

1. Turkish March, for two Pianos....*Beethoven*
MISSES L. RABUN AND E. WEST.
2. Sous les feuilles, Piano*R. Thome*
MISS MAY BARRY.
3. Cradle Song, Vocal*F. Ries*
MISS MARTHA SIMPSON.
4. Whither? Piano*Schubert-Lange*
MISS NELLIE MANDEVILLE.
5. { Valse. } Piano.*E. Schuett*
 { Nocturne. }*R. Thome*
MISS MARY LOU DUNCAN.
6. The First Violet, Song.....*Mendelssohn*
MISS ETHEL LAWTON.
7. { Loure. } Piano.*Bach*
 { American Caprice. }*B. O. Klein*
MIST CLYDE WHITE.
8. { Gavotte. } Piano.*R. Niemann*
 { The Butterfly. }*C. Lavallee*
MISS ESTELLE PATILLO.
9. { O that we too were Maying } Vocal. *E. Nevin*
 Marie.*A. Jensen*
MISS LELLA MABLE.
10. { Chaconne. }*C. Chaminade*
 { Reverie Pastorale. } Piano*B. Godard*
 { Arlecchino. }*E. Nevin*
MISS JEAN RAMSPECK.

Musicales and Recitals.

Wednesday Evening, May 19th, 1897.

Program.

1. Sonata, op. 17, for four hands. *H. Goetz*
2. { Go, Lovely Rose. } Vocal. . . . *Arthur Foote*
 { Come, my Dear Love. } . . . *C. Chaminade*
3. { "Holberg Suite." } Piano. . . . *E. Grieg*
 { Gavotte and Sarabande. }
 { Andante, from Concerto. } . . . *Mendelssohn*
4. { Air from "Carmen," } Vocal. *Bizet*
 { My lover is a weaver. } . . . *E. Hildach*
5. { Minuette and Musette. } *N. Van Westerhout*
 { At Evening } Piano. *J. Raff*
 { Tarentelle. } . . . *G. Schumann*
6. { The Angel } Vocal Duet. *Rubinstein*
 { Maybells. } *Mendelssohn*
7. Minuet (*E. Grieg*), arranged for two
 Pianos, by *W. G. Smith*

Miss Anna P. Robertson, } Piano.
Miss Alberta Burrell, }

Miss Marian McClellan, }
Miss Wayte Thornton, } Vocalists.
Miss Edith Williams, }

Musicales and Recitals.

Thursday Evening, May 20, 1897.

Program.

1. Sonata for two Pianos, {
first movement } *A. Krause*
 2. { In questa tomba, { Vocal. *Beethoven*
In Autumn. } *R. Franz*
 3. { Dreaming and Awak- }
ening. } Piano. . . *J. L. Nicode*
{ Allegro Appassionata. } . . *C. St.-Saens*
 4. { Open thy Blue Eyes. } *J. Massenet*
{ Thy Name. } Vocal. . . *Mary K. Wood*
{ Springtime. } *H. Schnell*
 3. { Scherzo, E minor. } *Mendelssohn*
{ The Nightingale. } Piano. *F. Liszt*
{ Caprice Espagnole. } . . *M. Moszkowski*
 6. Danse Macabre, for two Pianos . . *C. St.-Saens*
- Miss Florence Hildreth, } Piano.
Miss Lucy Lore, }

Miss Belle Crane, Contralto.